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ABSTRACT

This booklet provides information on job sharing that resulted from the research and experience of the Merrimack Valley Job Sharing Project. An overview of the topic considers the need for job sharing, employer benefits, types of jobs shared, job division, benefits, employer costs and savings, financial considerations for job sharers, perspectives for the employer, and disadvantages to job sharing. The second section identifies places where job sharing is happening and the types of jobs involved. It presents comments from people currently sharing jobs and/or involved in their supervision to reflect the major advantages and disadvantages for both the employer and the employee. A description follows of the Merrimack Valley Job Sharing Project, an 8-month demonstration project in job sharing for 12 women of professional background. Information is provided on how the project started, goals and objectives, proposed and actual implementation, and conclusion and recommendations. The final section addresses finding a partner and developing functional resumes and joint functional resumes. Samples of resumes and a cover letter are included. (YLB)

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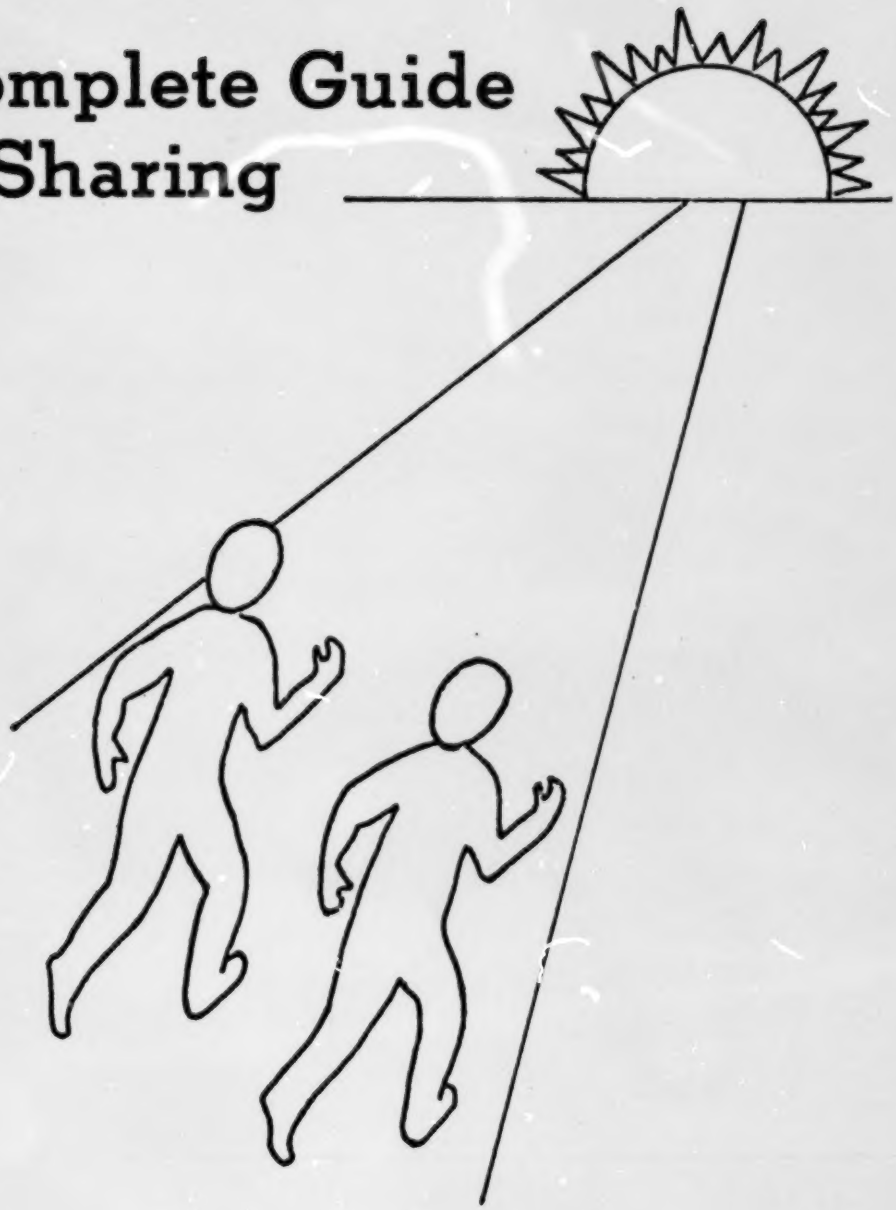
The Complete Guide to Job Sharing



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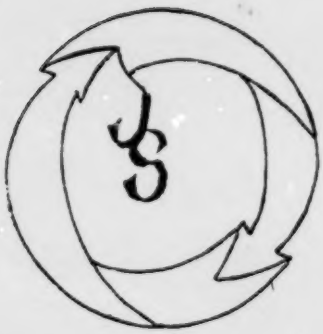

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FOREWORD

The information contained in this booklet is the result of the research and experience of the Merrimack Valley Job Sharing Project. The project was financed by a modest grant from the Smith-Purdon Fund of Andover, an organization dedicated to providing seed money to innovative projects that support family life. The project ran from September of 1980 to June 1981 and was implemented through the shared directorship of Marcia Hohn and Kathryn Wilson.

We would like to thank the Smith-Purdon Fund for giving us the opportunity to implement the project; and Work Options Unlimited (Boston), The Women's Work Project (Newburyport) and New Ways to Work (San Francisco) for their advice and support.

Illustrations by Caryl McMurray of Andover

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JOB SHARING
AN OVERVIEW

JOB SHARING

AN OVERVIEW

WHAT IS JOB SHARING?

Job sharing is when two people share the responsibilities, salary and benefits of one full time job.

WHY IS JOB SHARING NEEDED?

Many people need to reduce their work hours because of another major commitment in their lives. Existing part-time work is generally underpaid, of low status and without fringe benefits. Job sharing is a way to re-structure full time jobs providing permanent, career oriented part-time work.

WHAT PEOPLE WOULD WANT TO SHARE JOBS?

Working parents who need time to raise young children

Employees desiring additional training or education

Women re-entering the labor market ready for part-time work

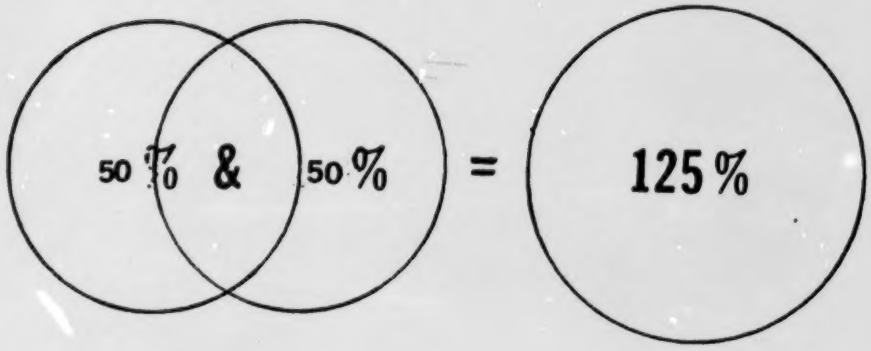
Older employees approaching retirement but not ready to quit

Individuals with handicaps or health limitations

WHAT'S IN IT FOR THE EMPLOYER?

Employers benefit because job sharing has proven to be a way to

- Increase productivity
- Increase scheduling flexibility
- Decrease absenteeism
- Gain access to skilled labor not otherwise available
- Retain valuable employees



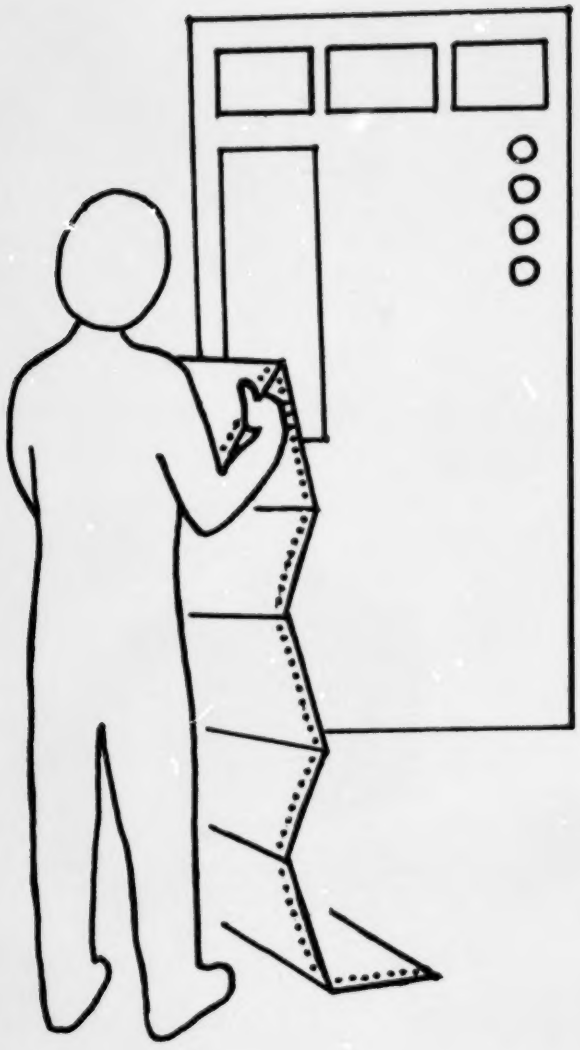
HOW IS JOB SHARING DIFFERENT FROM PART-TIME WORK?

There is a greater expectation of responsibility and a higher level of commitment among job sharers. Existing part-time jobs are generally underpaid, low status and without fringe benefits. Job shared positions are permanent and attract career and advancement-oriented personnel of a calibre not usually associated with part-time employees.

WHAT KINDS OF JOBS ARE BEING SHARED?

Job sharing occurs at all levels and in all types of employment.

- City Planning
- Computer Operation
- Systems Analysis



Job sharing occurs at all levels and in all types of employment.

Office Management

Program Administration

Customer Service Representation

Secretarial

Personnel Administation

Reception

Textile Production

Social Work

HOW ARE JOBS DIVIDED?

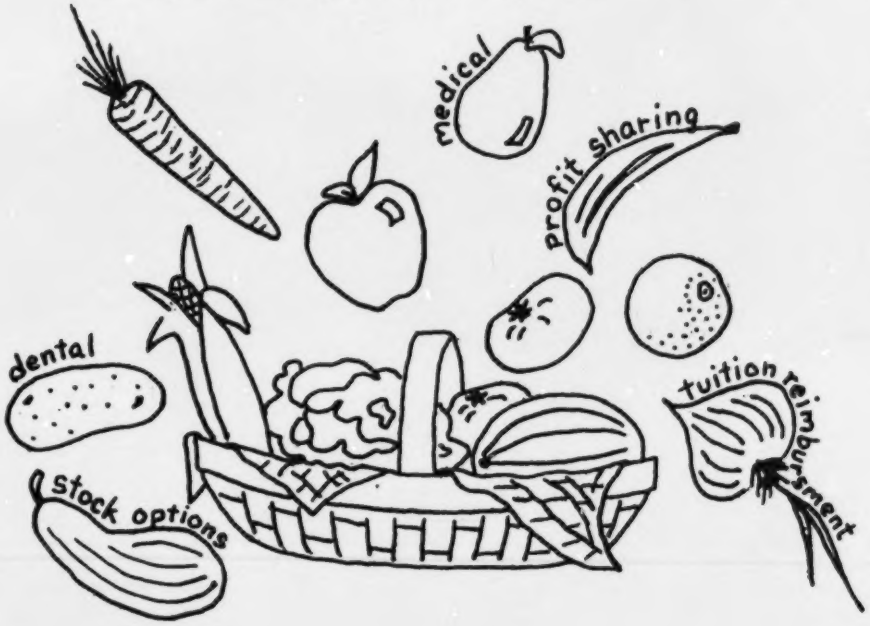
Most job shared positions are split 50-50 with each partner taking one half of the responsibility and rewards. However, there have also been 3/5, 2/5 splits, 2/3, 1/3 and even 4/5, 1/5 splits. In jobs of a complex nature, the work is often divided according to tasks -- e.g., one partner might handle the financial planning and other administrative tasks while the other partner concentrates on program planning.

In production oriented work, one partner picks up where the other left off. In work that is client, caseload or account oriented, the clients/accounts are simply divided.

HOW ARE BENEFITS HANDLED?

In job sharing, everything is split down the middle or pro-rated according to time worked. When there is difficulty with a direct split because of insurance regulations or company rules, the market basket approach has been used successfully.

Market basket approach to benefits.



With this option, each job sharer will choose one or another benefit -- medical as opposed to stock option, for example. This allows each sharer to be treated as a full time employee as far as these benefits are concerned but they must choose different ones over others. Another solution is to have the employer pay into a particular fund at the regular single, full time employee rate and the sharers make up the cost difference to two full time employees if they both want and need a particular benefit.

WHAT ARE EMPLOYER COSTS/SAVINGS UNDER JOB SHARING?

Social Security - there is no increase in cost to an employer in Social Security. Employers are taxed 6.13% on the total salary for the first $25,900. (1980 figure) so on a $20,000. job the tax would be $1226. In the case of a job sharing team, the employer would pay $613. each.

Workman's Compensation - Workman's Compenation's rate is based on total payroll and is not affected by job sharing.

Unemployment Compensation - in this case, there is an additional cost for the employer. For federal unemployment, the employer must pay .007% on the first $6000. that each employee makes. For state unemployment, the rate varies -- the average is around 3%. So for a $12,000. job with each team member making $6000. the employer would have to pay $42. and $180. twice for an additional $222. That figure would not change if the salary was $7000., or $10,000. each. The employer is only taxed on the first $6000.

The additional costs to an employer are far outweighed by financial savings in other ways when using job sharing.

Increase productivity at $12,000/yr. = $5.77/hr., save 5 hrs. a week = $115/mo. = $1,384/yr.

Decrease absenteeism at $12,000/yr = $46.15/day, save 5 days/yr. = $230./yr. saving

As the salary level goes up, so does the savings for an employer. An $18,000. job carries a yearly savings of $2,076.90 in increased productivity and $346/yr. in decreased absenteeism.

WHAT ARE THE FINANCIAL CONSIDERATIONS FOR THE JOB SHARERS?

Sharing a job means you share salary and benefits too. In most job shares, this means 50% of the salary and benefits -- in others, 2/5 or 3/5 depending on how the job is split. One half a salary/benefit package is a large cut. You need to think carefully about whether you can afford this much of a cut. And whether the advantages of job sharing will balance out or outweigh this cut. You may find it helpful to ask yourself the following questions:

What are your minimum requirements for a take home salary?

Based on salary levels for your occupation, how much reduction in taxes can you expect if you share a job? Compare to your taxes if you were working full time.

What job related expenses will be reduced if you share a job? Consider child care, transportation, housekeeping,

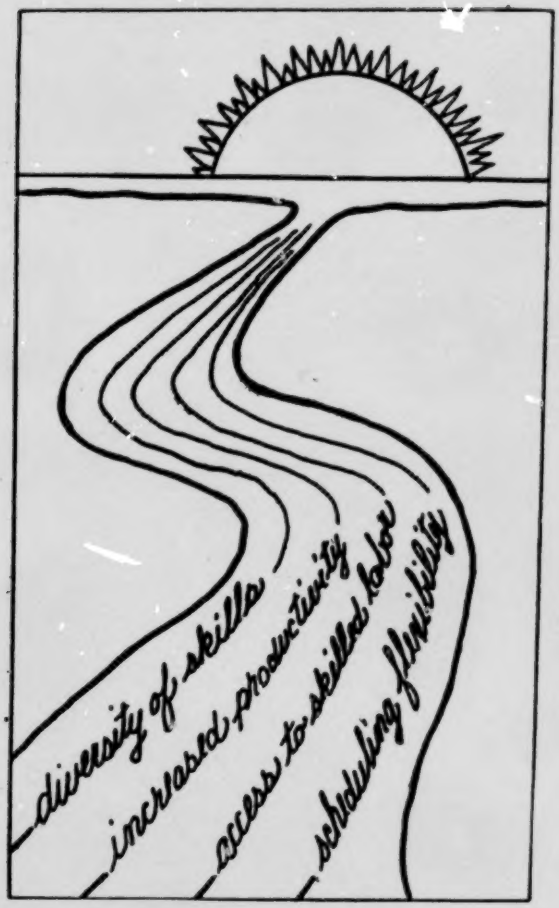
What benefits can you expect? Do you have other sources for these benefits? Consider medical coverage, dental plans, vacation time, sick time, stock options, retirement, tuition assistance, employee discounts, as appropriate. If you have no other sources for these benefits, could you afford to have them reduced?

WHAT KIND OF SCHEDULES ARE USED?
HOW DO PARTNERS COMMUNICATE?

The type of schedule used varies with the work situation and the employers/ employees' needs. By far the 2 1/2 days a week or 2 days one week and 3 days the next week are the most popular schedules. Morning/afternoon rotations, week on/week off, month on/month off and even 6 months on/ 6 months off are also used but to a lesser extent.

Most job sharers have mini-conferences either in person or by phone at the beginning and end of each week for planning and review or plan to overlap for a couple of hours sometime during the week. How much communication is necessary depends on the complexity of the job and how the job is divided.

PERSPECTIVES FOR THE EMPLOYER



Job sharing can be looked at from two different points of view. For its proven benefits to an employer that are immediate -- increased productivity, greater diversity of skills, scheduling flexibility, gaining access to skilled labor not otherwise available, as a way to retain valuable employees -- but also its use to aid in the ever present battle to make maximum use of human resources in a rapidly changing world.

In the current labor market, there are three major forces operating

that make job sharing an increasingly important option to consider.

The shrinking numbers of younger workers

The increase of numbers of worker 55 and older coupled with dramatic increases in life expectancy

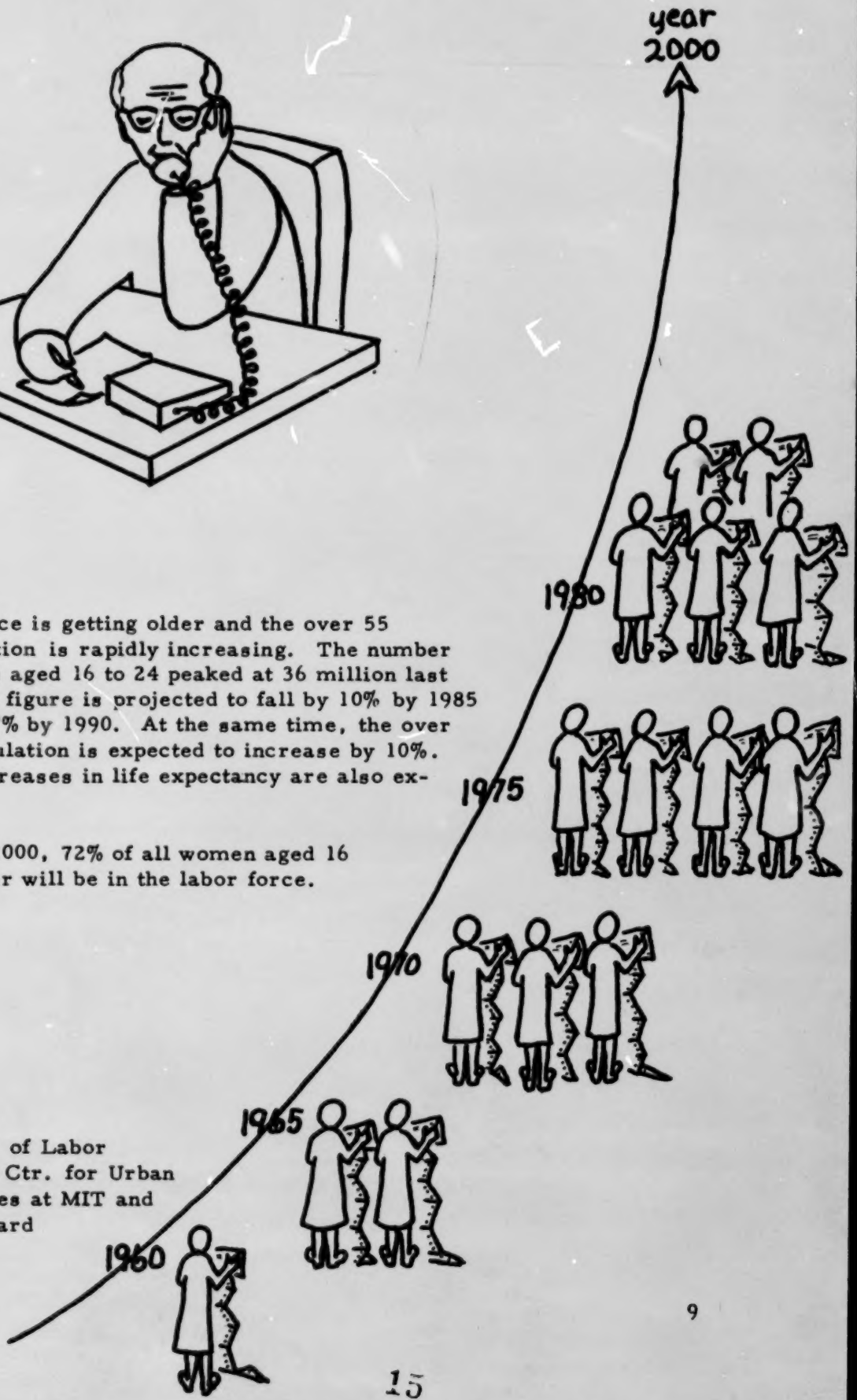
The influx of women into the labor market and the rise in dual-career marriages

The number of Americans aged 16 to 24 peaked at 36 million last year and that figure is projected to fall by 10% by 1985 and another 7% by 1990. At the same time, the over 55 population in expected to increase by 10%. Dramatic increases in life expectancy are also expected. The ramifications of these trends are enormous. In a decade requiring increasingly complex skills, a labor supply squeeze seems inevitable unless steps are taken now. Job sharing has some particularly exciting possibilities -- to continue using the valuable skills of older workers who do not want full retirement but do want to slow down, for using skilled older workers as teachers in trainer/trainee relationships, to utilize college and graduate students, and to attract skilled labor in short supply.

Quality of life has become an important issue in the 80's. The influx of women into the labor market and the projected increase to 72% of all women aged 16 or older by the year 2000, with the concurrent rise of dual career couples has created questions about traditional roles and methods. More and more men and women will be looking for ways to balance time between home and work enviroments as well as ways to ease the pressure in their lives. Young professional couples whose dual career status affords them financial security may very well be attracted by the availability of a job sharing option.

The work force is getting older and the over 55 years population is rapidly increasing. The number of Americans aged 16 to 24 peaked at 36 million last year and that figure is projected to fall by 10% by 1985 and another 7% by 1990. At the same time, the over 55 years population is expected to increase by 10%. Dramatic increases in life expectancy are also expected.

By the year 2000, 72% of all women aged 16 years or older will be in the labor force.



Source: Dept. of Labor
Joint Ctr. for Urban Studies at MIT and Harvard

Crtical shortages of engineers, skilled electronics technicians and assemblers, computer specialists and clerical workers are already being felt in the New England defense industry and are expected to accelerate as new defense contracts flow into the area over the next five years. According to Kenneth Shapiro* of Hays Associates, a consulting firm in Philadephia:

> The really top-notch, innovative companies are already figuring ways to ensure the continuity of their work forces."

And according to Frank Doyle*, General Electric's vice president for corporate employee relations, the looming shortages "...are significant enough that we'll see some management actions to offset it."

Job sharing is one of the creative managment options that has strong potential for more and better use of human resources -- by utilizing the older worker, for using college and graduate students and for attracting and keeping young dual career professional couples. It's worth thinking about seriously.

*Wall Street Journal, September 10, 1981

WHAT ARE THE DISADVANTAGES TO JOB SHARING?

There are two areas able to be identified that need attention for successful job sharing. First, there needs to be very clear expectations about the job on both the part of the partners and the supervisor. Secondly, there needs to be some kind of public relations with other employees. This does not have to be an elaborate campaign but efforts do need to be made to ensure that who, why and how a team is sharing a job are discussed and that any questions are answered. This can easily be accomplished at staff meetings, through employee newsletters, bulletin board notices etc. And job sharers themselves need to be open about what they are doing. A joking reminder that although it looks great to only work 2 1/2 days, it means only half the salary can go a long way to alleviate resentment.

Public relations with co-workers is important to successful job sharing.

JOB SHARING IN ACTION

In this section, we will identify some of the places in Massachusetts and the nation where job sharing is happening, what kind of jobs are involved and the comments of the sharers and their employers about their experiences.

Most companies use job sharing in response to a particular employees needs or to solve an employment problem rather than as a formal management policy. In several cases, the job sharing was a successful venture and would be used again but is not presently happening because there is no current need.

The following is a partial list of companies using job sharing that is representative of the range of jobs being shared:

Action for Boston Community Development
Program Administrators

Beth Isreal Hospital
Social Workers

City of Cambridge
City Planners

Digital Equipment Corporation - Woburn
Personnel Administrator - - flexible working time

Energy Resources
Word Processors

Fireman's Insurance Fund
Systems Specialists

Framingham School System
Teachers - all levels

Honeywell - Microswitch Division
Customer Service Representatives

International Institute
Directorship and Social Workers

list continued p. 14

Lowell General Hospital
Health Educators
Secretaries

Ma. Dept. of Elder Affairs
Senior Program Administrators

Ma. Dept. of Public Health
Supervising Social Workers
Social Workers

Middlesex Insurance
Legal Secretaries

City Planners in
Cambridge shared a job.

Modern Accounting Service
Computer Operators

Natick Public Schools
Librarians

New York Life Insurance Company
File Clerks

Polo Clothes
Textile Production Workers

Rockport Public Schools
Speech Therapists

Work Options
Directorship

United Airlines
Flight Attendants

Xerox Corporation
Receptionists

Massachusetts, Oregon, Wisconsin - all levels
of State Governement

The comments you will find on the next few pages are based on a series of interviews with people in Massachusetts who are currently sharing jobs and/or involved in their supervision. These comments reflect what we believe are the major advantages of job sharing for both the employer and the employee.

Sandi Kent and Marilyn Manies work as Health Educators for the Primary Prevention Center at Lowell General Hospital. This job is particulary well suited to job sharing because it requires coverage of a defined geographical area that can be easily split up but most importantly, because it is a job where the creative drive and energy of the individual is crucial.

> "We enjoy one another's input about the work and have developed a very productive give and take of ideas in developing program. Two heads are definitely better than one!"

Their employer, Denis Grandbois, re-inforces this as one of the greatest advantages of sharing for an employer.

> "The diversity of skills and productivity found in a job sharing team is a definite plus."

This sentiment was echoed by almost all job sharers with whom we had contact. Every job has different aspects to it -- bringing different talents, perspectives, greater energy to those aspects strenghtens the job performance as well as reducing burn-out, a common problem in high pressure jobs.

Structuring the job and team inter-action so that working together remains an advantage and does not create non-productive competition or just generally getting on each other's nerves in an important consideration. Dave and Kathy Rodger, a husband/wife team who share the directorship of the International Institute in Lawrence, Ma. have set up their situation so that each is responsible for different parts of the job. Kathy is

A husband/wife team
share the directorship
of the International Institute.

primarily responsible for educational programs while Dave concentrates mostly on the administrative part of the job.

Similarily, Robin Sarasik and Jackie Waldman who share the position of Senior Program Administrator for the Ma. Dept. of Elder Affairs have divided their job so that each can work on the parts that utilize their particular talents.

> "Robin handles most of the financial planning and more of the administrative work than I do. Because I have a social work background, I concentrate more on the counseling/program development part of the job."

In all of these jobs, of course, there are many areas that overlap and all areas are inter-related. Communication procedures need to be built into the job and a wide variety of methods are used. Some teams meet at

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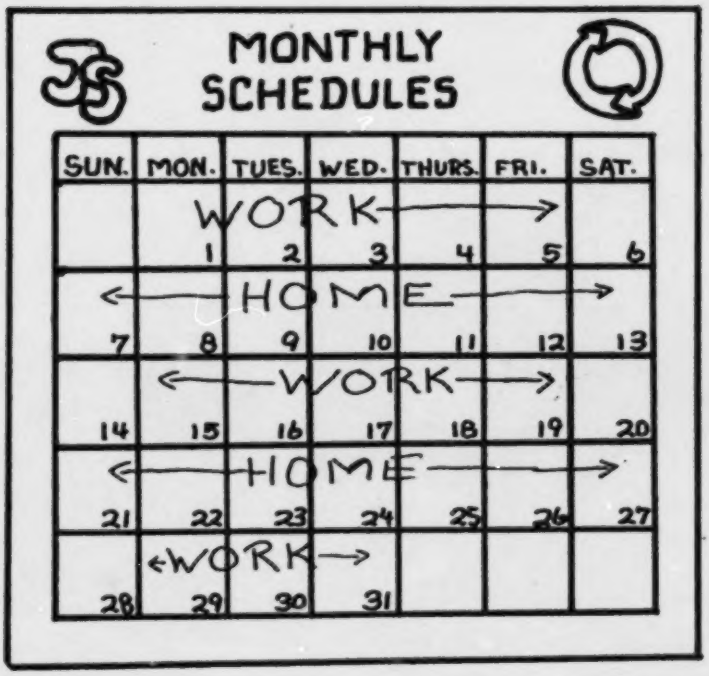
the beginning and end of each week for planning and review of the work load. Sharers who work a straight two and one half days a week overlap in the middle of the week to review where the work is and the same kind of overlap is used by those in a morning-afternoon rotation.



The more complex the job, the greater the time and effort necessary for communication between the sharers, although, as sharers have pointed out, the effort and time is often no more than usually required to mesh with other co-workers. And careful attention to communication procedures both between sharers and their co-workers has, in some cases, actually improved department relationships.

Some jobs require very little communications. This is true of production

oriented work and jobs in which there is a caseload/clients/accounts to be split.

> "The only time I see my partner is at staff meetings that we are both required to attend. Otherwise, we are independent of one another. She is in a different location with different clients. The job was originally set up for one person to cover different locations on different days so it was easy to split the responsibilities. Even our schedules don't have to coincide."
>
> Social Worker for Ma. Dept. Of Public Health

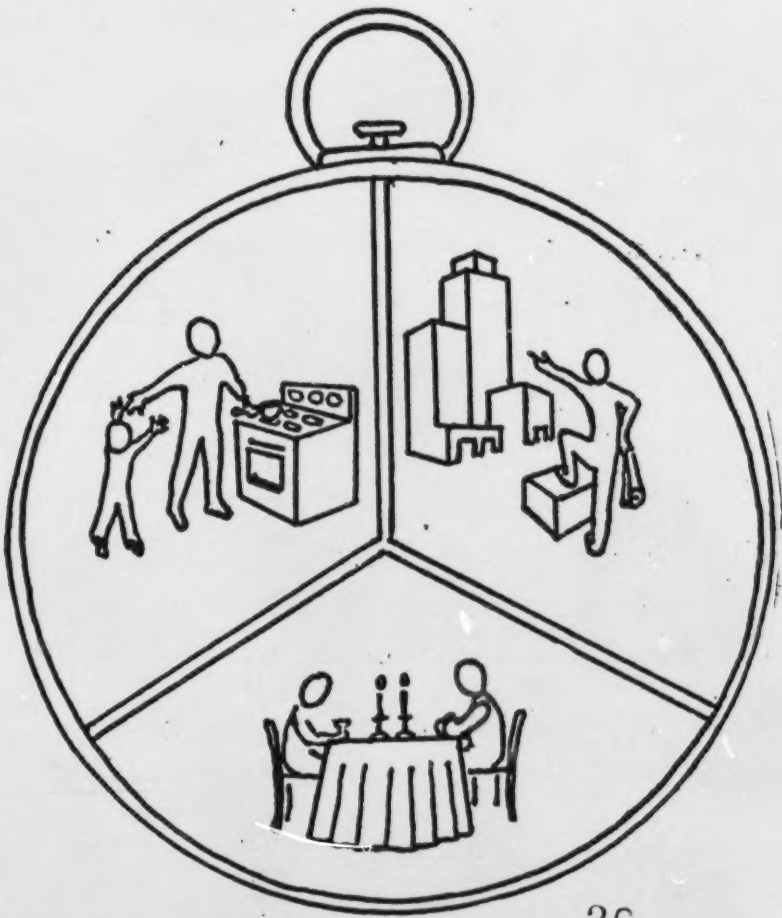
Two Computer Operators who work for Modern Accounting Service in Bourne, Ma. remark that other than making out a schedule to ensure that the work gets done, they have no need to communicate about the job.

> "Sometimes we each work 2 1/2 days a week, sometimes less than that, sometimes each of us work almost full time. In this job, the workload varies tremendously and we arrange the schedule accordingly."

For their employer, Donald Sizelove, this scheduling flexibility is one of the reasons he uses job sharing.

> "Some weeks, very little computer time is required but other times we need two people working full time. By using a job sharing team, we can meet our peak demands as well as providing an over-all reduction of work hours for two people who want to work less than full time. Another consideration is that good Computer Operators are hard to find and keep. By using this option, I have the services of two excellent employees that would not be available for a regular full time job."

Using the job sharing option to attract or retain valuable employees will, we believe, become increasingly common. In fact, most current job shared situations have developed as a way to retain valuable employees who need to reduce their work hours because of another major commitment in their lives. What is starting to happen, however, is that employers are offering work scheduling flexibility as a benefit to attract persons with skills in high demand. This is especially true in the high technology industry where competition for skilled labor is fierce and turnover is very high. Job sharing is an option that is attractive to these professionals because they are likely to be part of a dual career family with young children; they want time to do consulting work on their own, and/or they need a way to ease the pressure inherent in the work.



Work scheduling flexibility is a benefit for professionals of dual career families.

Easing the pressure and emotional support was a worker benefit that came up often in interviews.

> "I work primarily with families of special needs children and it is a very emotionally demanding job. I expected to feel threatened by my partner in working together about clients but am delighted to discover that the emotional support has made me more effective as well as being personally satisfying."
>
> Janet Hosmer, Supervising Social Worker
> Ma. Dept. of Public Health

In review, then, job sharing has proven benefits for both employers and employees. For employees, it is a way to reduce their number of work hours but continue in jobs that are career oriented and will utilize their professional skills. Most people want to reduce their work hours because of family commitments (care of young children, elderly relatives, and general home responsibilities) but physical limitations and impending retirement are increasingly common reasons for wanting to share a job. Additionally, it often provides a way of easing the pressure and being emotionally supported in demanding work situations in which employees are likely to "burn-out" quickly.

For the employer, these employee benefits translate to greater productivity and diversity of skills coming to the work. It also provides for scheduling flexibility, a way to retain valuable employees and increasingly important, as a way to gain access to skilled labor not otherwise available.

It is important to note here, however, that there are several conditions

There has to be a definite reason for the individuals involved to share a job.

necessary to making job sharing workable. First, there has to be a definite reason for the individuals involved to share a job. A strong commitment to a family responsibility, to a school program, nearing retirement, a real health limitation consitute sound reasons why an individual would want to share a job. There also needs to be thorough consideration about the reduction in salary and benefits and what that means financially to the individual and his/her family.

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While straight part-time work would appear to be the most sensible alternative, there is virtually no part-time opportunities for professional level employment as well as the low pay/no benefits problem. Moreover, less than full time coverage is often a problem. One Technical Writer we interviewed who works three days a week said her status in the company dropped markedly because she was absent two days.

> "Co-workers are very annoyed that I am not here on Thursday and Friday. Partly because of not actually getting the work done on those two days but also because they view part-timers as less serious about their work."

The view that anyone who works less than forty hours a week is "not serious about their work" is very ingrained in the American psyche. It is not a point of view that can be substantiated one way or another. It is simply a prevelant attitude.

> "One of the things that surprised us was the attitude of some of the younger social workers toward job sharing. They couldn't seem to understand that having something else important in your life doesn't mean you are less committed or serious about your work. Only that you are trying to achieve a balance. It became an issue that we had to address.
>
> Janet Hosmer

Some public relations among co-workers appears to be necessary. This doesn't have to be an elaborate "campaign" -- talking about it in staff meetings, articles in company newsletters, informal converation usually answers any questions and allays any fears. In fact, talking about it often boosts morale. It says that management cares about their employees.

THE MERRIMACK VALLEY JOB SHARING PROJECT

The Merrimack Valley Job Sharing Project was originally conceived as a way to introduce job sharing to the Merrimack Valley community. It was born out of personal frustration that there was virtually no opportunity for professional women who need part-time work to help balance the demands of the marketplace and professional success and the demands of family life and child rearing. While sex roles are changing, the reality of today's society is that women usually assume the major family responsibilities. It was felt that this group had the greatest need for new work options and it was on this group that our original proposal to Smith Purdon concentrated. In the proposal, we said:

"The 1970's saw tremendous social upheavel in women's struggle to achieve measures of equality in the economic and social fabric of modern society. Today's women see competition in the marketplace as both their right and their responsibility as individuals, as family members and as members of society. But the choices that women have sought are not as simple as they once seemed. The unanticipated conflicts between the demands of the workplace on the one hand and the demands of the family on the other is one significant area for which reasonable alternatives have not been developed. In the 1980's there must be a re-structuring of the institutions of home and work. The U.S. is one of the few advanced nations with no national policy of leaves for maternity or paternity, no national policy encouraging flexiable working arrangements and no policy to provide child care for those who need it.

The economic realities for today's professional women who value family life and elect to have children are grim. For those working outside the home when the children are still young, child care facilities are both inadequate and expensive, and flexible working arrangements virtually non-existent. Women who

leave the labor market to stay with their children until they are in school are penalized by the years out of the marketplace and again by lack of flexible work arrangements when they are ready to re-enter.

Professional women with strong family committments are being forced, then, to take existing part-time jobs that both underemploy and underpay -- women with education and work backgrounds that make them capable and valuable workers -- whose underemployment is both a senseless waste of labor and a source of personal frustration and anger. A recent report by the Research and Program Development Division of the Massachusetts Department of Manpower Development entitled An Analysis of Female Part-Time Employment in Massachusetts concludes with this statement:

> "...it is important that part-time occupations be targeted to high wage occupations. Too often, it is the case that a young, bright, college educated woman will accept a secretarial position or a job far beneath her skills or abilities on a part-time basis. Why should she not look for a part-time professional job? If efforts are not made to put part-time work for women in this existing framework, the union's idea of women viewed as secondary labor market types will prevail."

We believe that new ways to work must be developed to meet the changing needs of modern women and modern family life. We see job sharing as one realistic option to balance the demands of the marketplace and professional success and the demands of family life and child rearing by its potential for providing employment opportunities in professional work within a limited hours framework.

We further believe that a small scale demonstration involving local co-ordinators, participating individuals and employers can be an effective and meaning-

ful way to introduce new ideas into a community. Too often, large scale projects, particularly those that are government funded, get bogged down with too many objectives, too many target groups, and too much unwieldy organization.

GOALS AND OBJECTIVES

We propose to do an eight month demonstration project in job sharing for twelve women of professional background to be recruited from the Merrimack Valley area. We define job sharing to mean re-structuring a job so that two people share the responsibilities, salaries and fringe benefits.

The overall goals of the project are:

1. To educate potential employees and employers about job sharing - what it is and how it works.
2. To demonstrate how job sharing is done by the placement, follow-up and publicity of six job sharing teams.

The specific objectives of the project are:

1. To identify types of jobs in professional local employment for which job sharing is possible.
2. To identify benefits of job sharing for the women involved and the employer.
3. To identify problem areas in job sharing and develop their resolution whenever possible.
4. To develop alternative types of job shares.
5. To determine if job sharing is a realistic employment option for professional women and does strike a balance between the demands of work and home.
6. To generate written documentation of the above that can be used by individuals, groups and organizations interested in new ways to work.
7. To publicize the idea of job sharing and the development of other work options among the general public and the employers.

PROPOSED IMPLEMENTATION

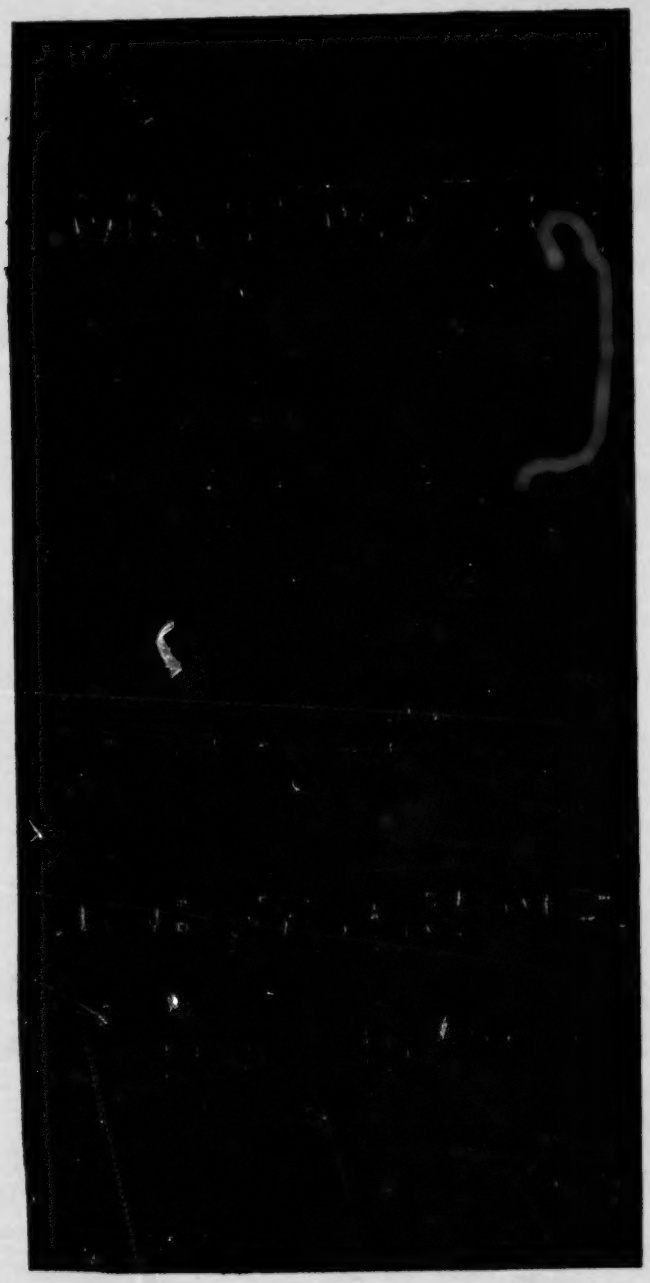
We propose to recruit twelve women from the Merrimack Valley area who are of professional educational and work backgrounds to participate in six job sharing situations, pairing teams according to their skills, compatibility and job preferences. Each team would be assisted in examining employment possibilities, writing joint resumes, joint interviewing techniques as well as general assistance in team functioning. We would also develop written material to present employers explaining job sharing, how it works and answering the most common questions -- emphasizing heavily the potential benefits for employers (increased productivity, lower turnover rate, less absenteeism, flexibility in scheduling for peak work loads).

In all these areas we will rely on the informational materials already developed by the Women's Work Project in Newburyport and the documentation studies of New Ways to Work in California. Both organizations have generated a great deal of written material about job sharing that can be used almost as is.

The project co-ordinators would then visit Merrimack Valley concerns that would offer employment opportunities appropriate to the skills of the teams. Assistance would be sought from the Greater Lawrence Chamber of Commerce, Massachusetts Division of Employment Security and the Women's Work Project. Both the Eagle Tribune and the Andover Townsman have indicated their willingness to publicize the project fully.

After placement, teams would meet monthly with the project co-ordinators as a group to discuss their job progress, success and problem areas both at home and at work, attitudes and feeling about their jobs as well as those of their families, co-workers and employers. While this group is primarily intended

for support, detailed records of the discussion would be kept for use in the evaluation phase. Our time frame is eight months with the first two months to be used for recruitment and placement, the next five months for support and follow-up and the last month for evaluation."



ACTUAL IMPLEMENTATION

In reviewing the original goals and objectives of the program, we find we were able to accomplish the major purposes of the program. Our methods were varied and often very different from original plans -- and, as one might expect, we encountered serious obstacles at every phase, creating more work effort and time than planned. The objectives, however, proved to be realistic and the existence of the project had a measurable impact on introducing job sharing to the Merrimack Valley community.

Our methods were varied and often very different from original plans. the objectives of the project, however, proved to be realistic.

GOAL #1 To educate potential employees and employers about job sharing - what it is, who is going it and how it is working.

In this area, we made significant strides and effectively utilized a variety of different educational approaches and tools -- workshops, newspapaer articles, television appearances, individual presentations, group presentations, and dissemination of written materials.

Workshops - we have done a total of seven workshops with approximately 150 total participants - both potential job sharing employers and employees. The workshops have utilized a slide-tape presentation made by New Ways to Work in California,* written materials on job sharing developed by us (attached), and discussion by job sharers themselves.

1. Open workshop for interested residents of Merrimack Valley community 10/80
2. Workshop at Northshore Community College - part of "Women and Working" series 1/81
3. Presentation to the Greater Lawrence Chamber of Commerce Personnel Council 4/81
4. Informational meeting for teachers, administrative personnel and school commitee members of the Andover School System with representatives of the Partnership Teaching program in Natick 4/81
5. Workshop at Womanenergy" Conference II 5/81
6. Workshop at Northern Essex Community College 6/81
7. Presentation to Northshore Personnel Council at Northshore Community College 9/81

Newspapers - there have been several newspaper articles as a result of our initiative. Two major stories about job sharers in the Eagle Tribune (December 1980) and the story "How Workers Share A Job" featuring Sandi Kent and Marilyn Manies that appeared in the Boston Globe, February, 1981. An article on the project also appeared in the Pilgrim State News (April/May edition). Perhaps the best publicity we had in terms of attracting potential job sharers was in Juliet Brudney's column "Living with Work" (Boston Globe). Reference to the project appeared twice and generated the largest numbers of people personally interested in sharing a job, as well as being an excellent source for general educational benefits.

Television - also from our initiative, there were two major television presentations about job sharing. One on Channel 7's WEEKDAY program that featured Marilyn Manies and Janet Hosmer, both job sharers, on an informal panel with other persons involved with different work styles. The other was on Channel 4's MONEYSENSE program featuring Dave and Kathy Rodgers who share the directorship of the International Institute in Lawrence. The emphasis in this program was more on why people choose to share a job and the economic arrangements. Both programs referenced the project several times both verbally and by the flashing the name/address/phone number on the screen.

Individual Presentations - individual presentations about job sharing were done as part of the job development process or by special request. Some of the employers involved were: Digital, Wang, Lowell General Hospital, Merrimack Valley Department of Social Services, Andover School System, Newburyport School System, Energy Resources, The Network, Northshore Council on Alcoholism, Merrimack Valley Health Planning Council, Massachusetts Department of Social Services

Dissemination of Written Materials - in addition to dissemination of written materials at workshops, we have had occasion to send out 100 informational mailings on job sharing in response to direct request. Most of the requests were generated from TV and newspaper publicity but a significant amount were by word of mouth, particularly towards the latter stages of the project.

GOAL #2 - To demonstrate how sharing is done by the placement, follow up and publicity of six job sharing teams.

As one might imagine, this goal was not easily accomplished. Our first problem was one we had not anticipated. We naively believed that all we had to do to form teams was to put out the word and we would be flooded with resumes from potential job sharers of professional background. While there certainly was alot of general interest, potential job sharers were as wary as potential employers. Moreover, we underestimated the difficulty of finding two people of similar educational/professional background and compatible needs/ aspirations/ personal qualities. From the original workshop and publicity in October of 1980,

only twenty-four resumes from possible candidates were received. From those, there were four team possibles, three of which never got off the ground because of personal incompatibilties and a lack of commitment to developing into a team. It was very difficult to have two strangers commit themselves to working together when time was not available to develop the trust and confidence in one another's ability necessary to effectively working as a team. In fact, this was a difficulty that continued to plague us throughout the project and has led us to conclude that potential partners are best found among people that one already knows, and trusts. This does not mean that two strangers cannot become an effective job sharing team -- in fact, we will talk about two very successful teams who did not know one another previously. We further believe that as job sharing becomes more commonplace, job sharers will be less anxious about the commitment -- as well as job shared positions being structured to reduce over-lapping responsibilities. But there is no question that the most successful teams had a demonstrated capacity to work together, prior to becoming a job sharing team.

Returning now to the project phase I, we were then left with one team (two teachers who already knew one another well and became our first team placement as health educators for Lowell General Hospital) and three individuals without partners. At this point, we realized that massive publicity was necessary to recruit both the calibre and numbers of individuals we wanted for the project. The publicity efforts described for goal #1 did generate enough resumes to finally form five teams - with our sixth demonstration team coming from within a company. In this effort, we reviewed

seventy-five resumes, interviewed sixty-three people coming up with a possibility of nineteen teams. Of these nineteen possible teams, only four made it through development of joint resumes and three into actually seeking work together. Four teams were placed -- as Health Educators, Librarians, Customer Service Representatives and Word Processors (in-house).

At the same time we were working with setting up teams, we were also giving assistance to individuals employed full-time who were interested in reducing their work hours (usually because of family commitments), to individuals in job shared positions whose partners had left and to employers who were seeking permanent part-time help. Individuals from the following companies were given technical assistance in job sharing:

Wang - Lowell facility
Arthur D. Little - Cambridge
Energy Resources - Cambridge
Emerson Hospital - Concord
Ma. Dept. of Social Services - Boston and Lawrence
Andover School System

Energy Resources in Cambridge is now using job sharing in their Word Processing Department. The status of job sharing in the other companies is uncertain. There was sometimes a decided lack of enthusiasm on the part of management compounded by some reservations about loss of salary on the individual's parts. However, there is still decided interest in job sharing and good potential for it being tried at a later date.

We were also given job orders for two professional level job shared positions

in the State where there was one vacancy in each position. One position was Supervising Social Worker, Tewksbury State Hospital, the other a Senior Program Administrator for the Department of Elder Affairs, Boston. A total of six referrals were made for these positions but the jobs went to other candidates. For the permanent part-time, we made two placements - one as a legal secretary for a firm of attorneys and the other as an administive assistant for a local household service company.

~conclusions and recommendations~

In going back and reviewing the original seven objectives set out in our proposal and in reviewing our experiences, research and interviews of the last year, we draw the following conclusions:

Objective #1 To identify types of jobs in professional local employment for which job sharing is possible.

It was always our contention that job sharing is most sensible for professional level employment and that is also our conclusion. There are several reasons. First job sharing is a way to re-structure jobs previously considered available only on a full time basis. Secondly, professional level jobs require a personal commitment to the work and one's own professional development that goes hand-in-hand with the personal commitment required for successful job sharing. And lastly, the job has to pay enough to make sharing realistic financially. In terms of the types of jobs possible for job sharing, there does not appear to be any strict guidelines. We initially thought that "management" type jobs that required supervision of the employees or financial accountability would be difficult to share. Yet we found several instances in which program administrators with both these responsibilities were being successfully shared -- and technically oriented jobs that appeared easy to split that ran into difficulties

when being shared. It seems, then, that it is the task definitions of the job, the clearness of expectations, the management style of the company and the style of the individual that matters most. Jobs in which responsibilities can be separated out (as in program development and program administration), are caseload or account oriented, or have large and regular fluctuations in the work load have the best potential. The kinds of shared jobs we studies were:

Program Management/Administration
Systems Analyst
City Planning
Personnel Administration
Technical Writing
Public School Teaching
Health Education
Speech Therapy
Social Work
Computer Operation
Word Processing
Secretarial
Receptionist
File Clerking

It is our conclusion that job sharing is best suited for professional employment.

Objective #2 To identify benefits of job sharing for the employees and employers.

We have discussed at length the benefits for both the employee and the employer but will review here briefly. The main benefit to employees is that it allows them to continue in or get part-time jobs that are career oriented and permanent. Existing part-time employment is generally underpaid, low status and without fringe benefits. Job sharing circumvents these problems and results in better chances for a more stable home life, reduced fatigue and the financial and emotional security of a permanent position.

For the employer, proven benefits of job sharing are increased productivity, greater diversity of skills, scheduling flexibility, access to skilled labor not otherwise available and a way to retain valuable employees.

Objective #3 To identify problem areas in job sharing and develop their resolution whenever possible.

There were several problem areas in job sharing that need to be discussed. The first has to do with finding partners. As we noted in the beginning, it is very difficult for the advocacy organizations to find two people of similar educational/professional background and compatible needs/ aspirations/personal qualities, to say nothing of the difficulty of two strangers being willing to commit themselves to working together before there is sufficient time for trust and confidence in one another to develop. We feel that the best sources of partners are with people

already known -- through work enviroments, professional organizations, community organizations, educational programs. Advocacy groups can help by providing possible partners to a potential job sharer already employed or functioning in an advisory capacity. This also applies to the difficulty that arises when one partner leaves before the other. Most job sharers need to share only during certain periods of their working lives. It is difficult to pinpoint time - between two and three years seems average. Problems arise when one partner is ready to move on before the other. This is where advocacy organizations can be the most help. Additionally, as job sharing becomes more commonplace, new partners may readily be found among co-workers. Employee bulletin boards may become an accepted place to advertise for partners. Another problem area was in dividing benefits. Vacation, sick time, personal days off, holidays can be easily split down the middle or pro-rated according to time worked. The difficulty arises over such benefits as medical and dental. Many companies have the rule that the individual has to work 25 etc. hours per week in order to be eligible for such benefits.

Partners are best found among people already known.

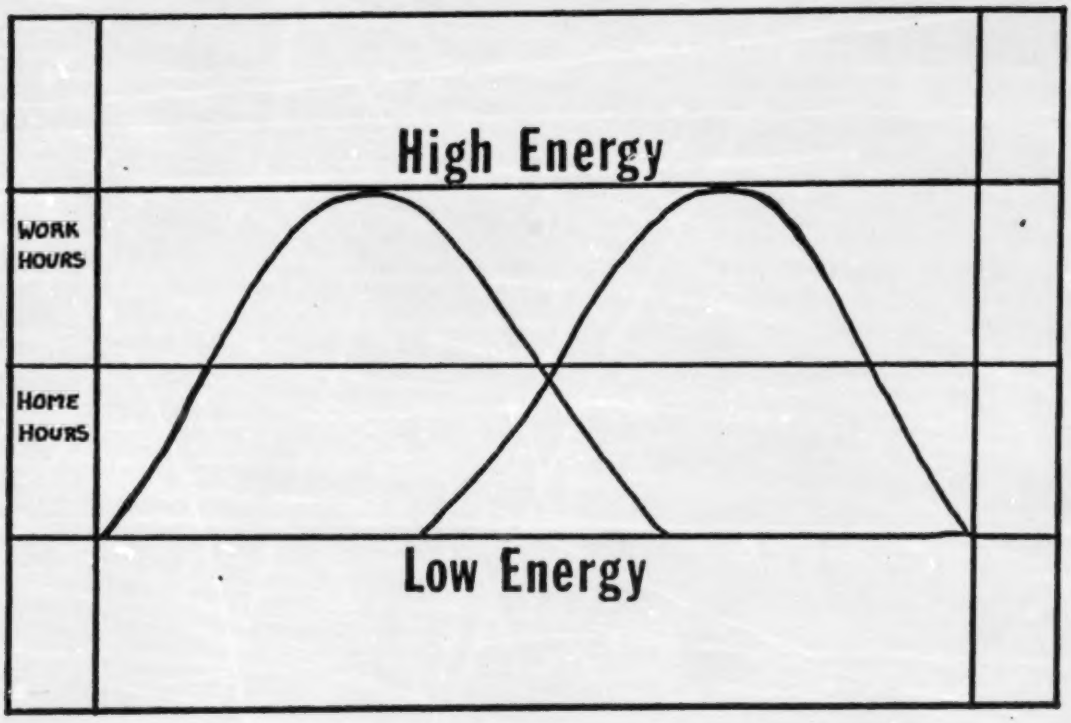
One solution to this problem is to use a market basket approach to the benefits. Each job sharer is to use one or another benefit -- medical as opposed to tuition re-imbursement, pension as opposed to stock option for example. This allows each sharer to be treated as a full time employee as far as these benefits are concerned but they must choose different ones over others. Another solution is to have the employer pay into a particular fund at the regular single, full time employee rate, and have the sharers make up the cost difference to two full time employees if they both want or need a particular benefit.

The other significant area that needs attention is public relations with other employees. As we noted before, this does not have to be an elaborate campaign but efforts do need to be made to ensure that who, why and how a team is sharing a job are discussed and that any questions are answered. This can easily be accomplished at staff meetings, through employee newsletters, bulletin board notices etc. And job sharers themselves need to be open about what they are doing. A joking reminder that although it looks great to only work 2 1/2 days, it means only half the salary can go a long way to alleviate resentment.

Objective #4 To develop alternative types of job shares.

There are a wide variety of job sharing modes and the particular one used depends on both the work enviroment and situation as well as personal needs. While some sharers work a morning-afternoon rotation, it is far more popular to work 2 1/2 days a week or some variation of that schedule.

Most feel that this kind of schedule cuts down on time and expense of commuting. Dave and Kathy Rodger divide the directorship of the International Institute so that Dave works thirty hours and Kathy twenty hours for a fifty hour a week position. Because they separate responsibilities (Kathy is in educational programming, Dave is in administration) they maintain separate offices and one does not attempt to cover for the other in their absence. The nature of the work is such that traditionally the director was often out of the office and "coverage" isn't that important.



Many job sharers schedule their work hours around their peak production time.

The same is true of Sandi and Marilyn as Health Educators. Because they travel around presenting workshops, setting up displays within their geographical areas, their office desks are not expected to be covered continuously. They maintain a rather complicated schedule that changes often depending on workshop/conference activity. The only things that remains constant are their joint attendence at staff meetings and twenty hours a week commitment for each. In terms of the actual work, each one handles different geographical areas. While they often collaborate on program development, they do not actually work on the same projects, and in fact, the Center's newsletter writing is the only instance in which they work closely together.

With the two Word Processors at Energy Resources, one is working all day Monday, Tuesday and Wednesday and the partner on Thursday and Friday. This is production oriented work and the partner simply picks up where the other leaves off.

The same is true of the two Computer Operators at Modern Accounting, although each says that they try to finish up any particular job they are working on. In these jobs, they cannot work side by side because of equipment limitations, but they occasionally work more than twenty hours a week each when there are peak production periods.

There have been week on/week off rotations. This was used very successfully for file clerks at New York Life Insurance Company and even a six months on/six months off used by the Mitre Corporation in Bedford. But by far the 2 1/2 days per week remains the most popular. In terms of team communications, there are again many variations. Some have Monday and Friday meetings, or phone conversations for planning and review. Others overlap in the middle of the week, while others use staff meetings to communicate. Two teachers in Framingham who share a fourth grade class overlap one class period each day and have a phone conversation each evening. Each teaches a different subject area.

In each job shared position we investigated, the variation of hours worked, how the responsibilities were shared and schedule used varied. It is our conclusion that each team has to set up their own mode according to their personal needs and the needs of the job and employer. The modes can be expected to change within the normal course of work situations.

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
	WORK →					
	1	2	3	4	5	6
←	HOME				→	
7	8	9	10	11	12	13
	← WORK →					
14	15	16	17	18	19	20
←	HOME				→	
21	22	23	24	25	26	27
	← WORK →					
28	29	30	31			

The week on/week off rotation was used very successfully by New York Life Insurance Co.

Objective #5 To determine if job sharing is a realistic employment option for professional women and does strike a balance between the demands of home and work.

There is no question that job sharing is a sensible and realistic solution to the problem of balancing home and work. In fact, we see far greater application of job sharing than we did initially. Persons with physical limitations, in advanced educational programs, and persons nearing retirement are all good candidates, but the latter are by far the group with the best potential. In a society where the median age is getting progressively older (37 by 1991) and life expectancy is increasing daily, ways to accomodate the skills and availability of the 60+ year old age group will be crucial for the employer. Job sharing is one of the work options that will accomodate the needs of that group and has exciting potential for in-house training.

Job sharing is an excellent way to accomodate the skills and availability of the 60+ year age group.

Objective #6 To generate written documentation about job sharing that can be used by individuals, groups and organizations interested in new ways to work.

The project developed three informational sets. One, a brochure giving an overview of job sharing and describing the project; the second a three page set answering the most common questions about job sharing; and the third, an informational sheet on the finances of job sharing. The final report to Smith-Purdon was also made available to interested parties. This booklet was the culmination of all the materials developed, and the research and experience of the project.

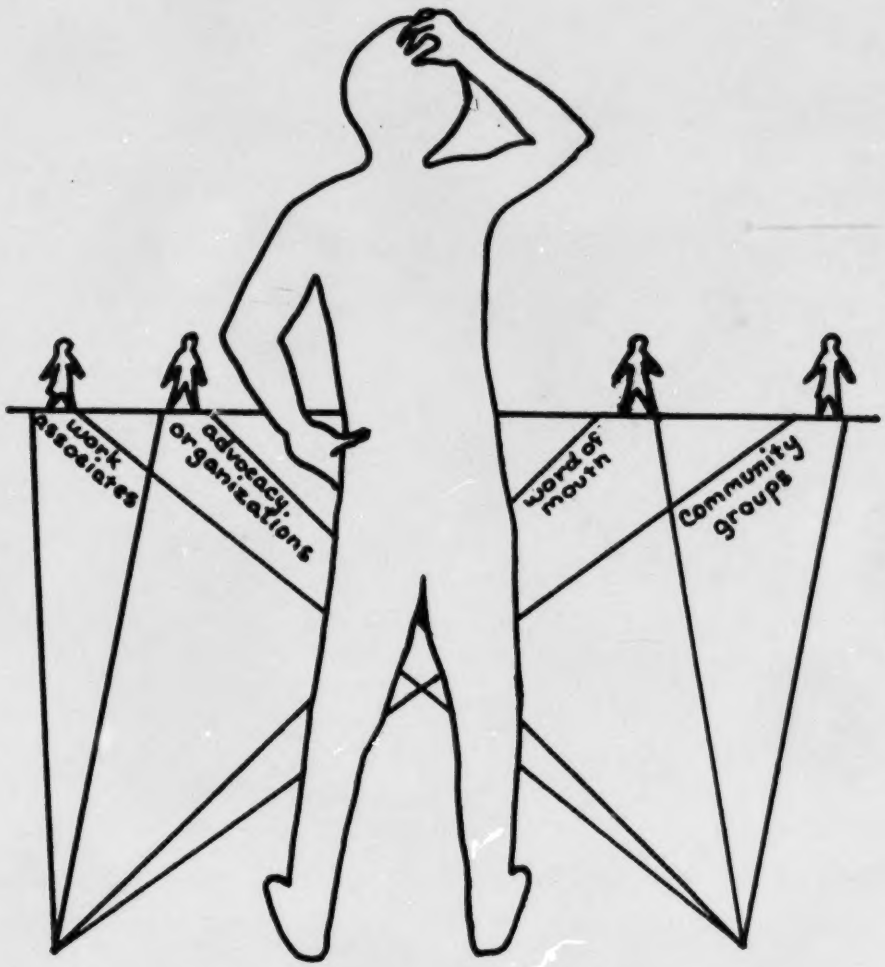
Objective #7 To publicize the idea of job sharing and the development of other work options among the general public and employers.

See synposis of educational/publicity efforts on pages 31-33. We would like to re-iterate here that advocacy organizations such as the Merrimack Valley Job Sharing Project can function best as a source of information and education about job sharing for individuals and employers, as technical advisors, and by maintaining resume files of potential job sharers for referral to existing job shared positions.

FINDING A PARTNER

FUNCTIONAL RESUMES AND JOINT FUNCTIONAL RESUMES

FINDING A PARTNER



The best sources of partners are with people already known -- through work enviroments, professional organizations, community organizations, educational programs. Job sharing requires a level of trust and confidence in one another that takes time to develop. This does not mean that two strangers cannot successfully develop into a team. Only that the process is easier when the relationship is already established.

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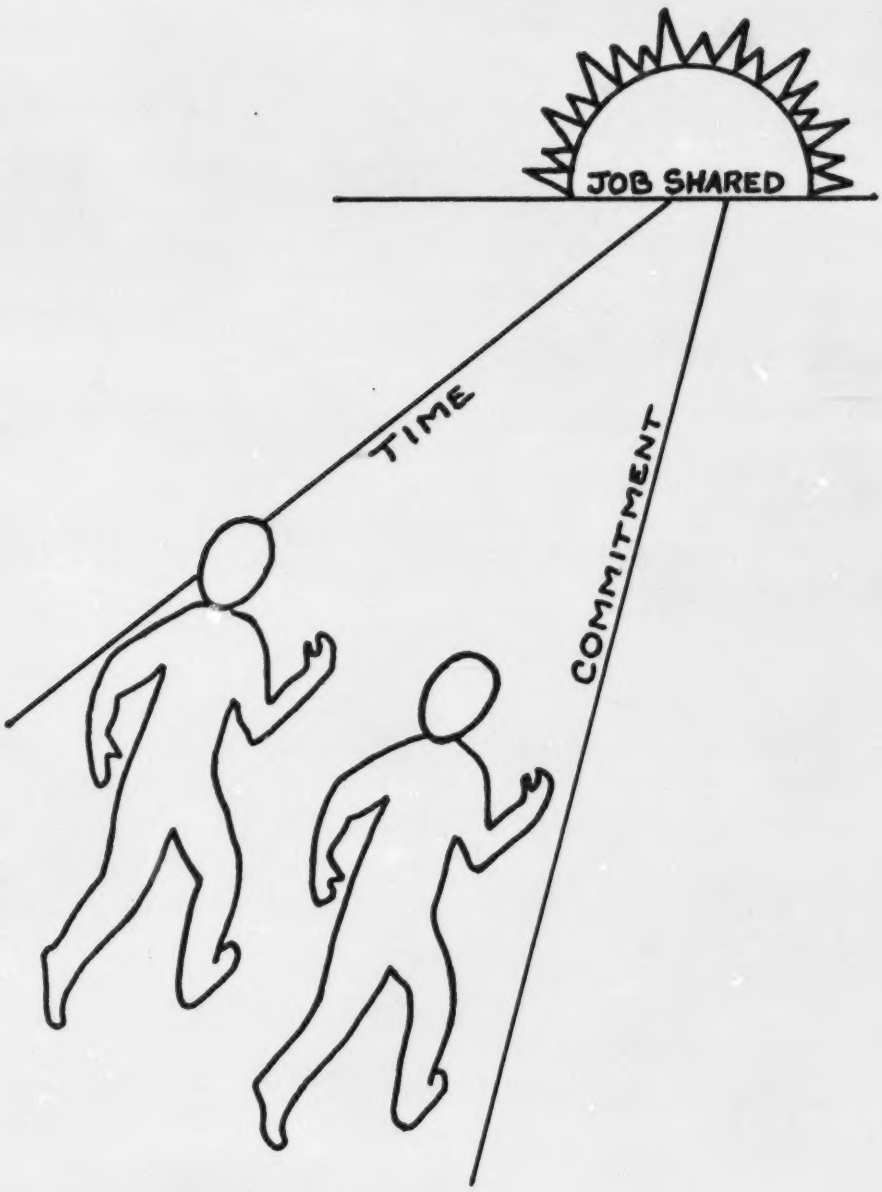
Most job sharing teams do, in fact, develop out of professional relationships or friendships. The notable exception to this is when a job sharing situation is created for a previously full time employee or one partner leaves a shared job. This is where advocacy organizations such as Work Options (Boston), The Merrimack Valley Job Sharing Project (Andover) and Families and Careers Together (Hartford) can be of assistance by information sharing or by actual referral. Advertising for possible partners through regular channels is also a productive method. The partner in place and the employer can then jointly select the best possible partner.

As job sharing becomes more commonplace and people may be job sharing at two or three different points in their working lives, much of the anxiety about having a "perfect" partnership is likely to dissipate. One has to have confidence is the partner's ability to carry their share of the job and a commitment to making the process workable. But you are not marrying your partner and the relationship does not have to be ideal to function effectively. Moreover, job shared positions can be structured to maximize the advantages of the partnership and minimize overlapping.

FUNCTIONAL RESUMES AND JOINT FUNCTIONAL RESUMES



Functional resumes emphasize what skills you have, what you are able to do rather than giving a chronological summary of your employment history.

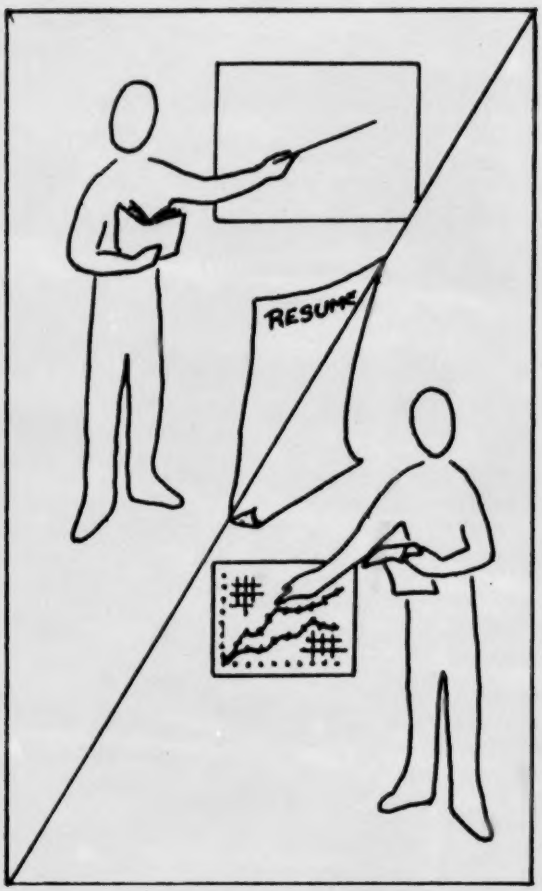
The advantages of a functional resume are:

1. It can translate skills from one employment area to another, e.g., teaching skills to business use.

2. It presents you in the most positive light possible. That is, it emphasizes the things you do best and downplays any potential negatives, such as gaps in work history, lack of educational credentials, lack of paid work experience.

The disadvantages of a functional resume are that it is not a form familar to all interviewers -- and that it is sometimes viewed as a way to cover up undesirable information. It is, however, coming into common usage in business and its obvious advantages make it a preferable form to the chronological resume.

Sandi Kent and Marilyn Manies, former Elementary School Teachers who now work primarily with adults as Health Educators have a number of suggestions of ways to get started in the development of a functional resume. They first committed the time to really thinking through what they could do and wanted to do. This meant long walks together and brainstorming sessions. They looked at themselves in a number of different ways -- as parents, as volunteers, as individual personalities, as leaders in community organizations, and as professionals. This helped them to identify many important skills that they had not thought



of before. For example,

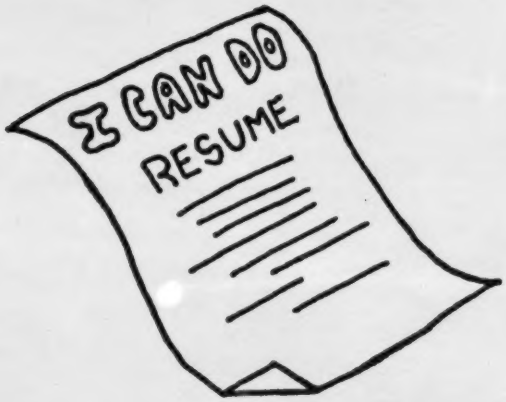
Ability and experience in

managing people
multi-faceted presentations and integration techniques
prioritizing, summarizing
assessing and determining needs
preparing and organizing materials
planning, directing, implementing and evaluating
working with groups
synthesizing and processing information

In the area of employment related personal skills, they identified:

Flexibility and readiness to change
Ability to compete in a supportive way and work comfortably in a team
Ability to deal with others in a positive way
Initiative
Ability to take responsibility and follow through on assignments
Ability to plan and use time effeciently

The most important consideration in this process is to look at yourself as a total person. Too often, an individual will sell themselves short because they are looking at their skills, talents, abilities only in terms of paid work experience. All of your life experiences will give you valuable information about yourself -- as re-inforcement of job performance,



as an indication of areas of expansion or for beginning skill identification if you lack in employment history.

The next step is to look at actual work experience. From each major work experience you have had, either volunteer or paid, extrapolate the major duties or tasks of the job. For example, a job as publicity chair for an organization probably required that you co-ordinated and organized information, wrote up activities into readable fashion, handled public relations etc. Positions as head of a project probably required program development, financial reporting, administration. You may also want to review your educational history for re-inforcement of skills and experiences, paying particular attention to recent educational programs.

Put down as many things as you can and compare this list with the one you developed from looking at skills/personal qualities developed from personal roles. Then start eliminating those that you did not enjoy and/or in which your experience is limited. Of the ones remaining, try to organize them into groups. The following titles may give you some ideas as to headings. Remember that you have to be able to substantiate any assertion you make.

Program Development
Writing
Organizational
Administrative
Financial - Budgetary
Public Relations
Community Involvement
Leadership
Fund Raising
Teaching

Training
Journalism
Public Speaking
Managment
Trouble Shooting
Research
Presentations
Supervision
Documentation Development
Proposal or Grants Writing
Problem Solving
Technical Skills
Sales Experience
Personnel Management

How much emphasis to place on educational history depends on circumstances. Generally speaking, most human resource development jobs require specific educational levels, so, if you have the degrees and/or certifications, flaunt them by starting with the highest degree at the top of the page. The same is true of specialized training if it is pertinent to the kind of job you want. If, however, you are lacking some of the credentials, put your educational history at the bottom of the page so that the lack will not be glaringly obvious and you can emphasize your skills. If education is not especially important to the job, and you have ample work experience and/or demonstrable skills, you may also want to put the history at the bottom of the page or leave it off entirely.

The resumes* found on the following pages exemplify translatings skills from one employment area to another, capitalizing on volunteer experience, and de-emphasizing gaps in employment history as well as generally presenting the candidate in the best light possible.

* used with the permission of the project applicant

SAMPLE

EDUCATION:

- B.A., San Jose State University, San Jose, California, 1962
- De Anza College, CA, 1974-6, (courses in psychology and creative writing)
- In-service courses: Moreland School District, CA 1962-1969
  Cupertino School District, CA 1977
  Andover Public Schools, Andover, MA 1979

MAJOR WORK EXPERIENCE:

- In charge of planning and evaluating curriculum and supervising elementary school children in an innovative enrichment program.
- Responsible for keeping accurate records and paying bills for a real estate partnership
- Set up a private business tutoring children in grades 1-6. Planned remedial work, evaluated student's progress, reported to parents and coordinated with the classroom teacher and the school psychologist.
- In charge of a board of directors at a cooperative nursery school where I set up agendas, conducted meetings, hired personnel and was the liason between the school and the local school board.
- Created an individualized math program; was selected for a pilot team teaching program; planned, evaluated and supervised the teaching of students in grades 2,6; led workshops for other teachers at a Paris conference.

EMPLOYMENT HISTORY:

- PRESENT: Teacher at Etcetera, Inc., (an after-school enrichment program for elementary school children) Andover, MA.
- PRESENT: Bookkeeper of Noel-Manies real estate partnership
- 1976-1979 Self employed tutor, Cupertino, California
- 1974-1975 President of a 50 family cooperative nursery school, Cupertino, California
- 1962-1969 Teacher, Moreland School District, San Jose, CA, and Department of Defense, Braconne, France

References furnished upon request

SAMPLE

EDUCATION:

- B.S. University of Connecticut, 1962
- Bloomsburg State College, PA - teacher certification, 1972-3.
- Human Resource Workshops - Value Clarification, Creative Drama, Human Development - Intermediate Unit, Susquehanna, PA 1973-1975
- Northeastern University - Marketing and Business courses - 1979
- In Service Courses - Lewisburg, PA, Sched District - 1974-1976
- Andover Public School, 1979

MAJOR WORK EXPERIENCE:

- Head teacher and coordinator of 5 member staff for Cooperative Nursery School, set curriculum, implemented program, taught parent education classes.
- Taught public school, 5th grade and kindergarten, selected as experimental teacher to mainstream learning disability children in classroom
- Extensive experience with the League of Women Voters in three states as Finance Chairman, Voter Service Chairman and Observer Corps. Organized Candidates Night and planned official debates.
- Director of 500 member Newcomer organization, coordinate and implement activities, set agenda and conduct board meetings.

EMPLOYMENT HISTORY:

- 1968-1971 Head Teacher, South Windsor Cooperative Nursery School, South Windsor, MA
- 1973-1978 Teacher, Lewisburg Area Public Schools, Lewisburg, PA
- VOLUNTEER:
  - League of Women Voters - active member, 1966-1980
  - President of Andover - No. Andover Newcomers Club 1980-1981

References furnished upon request

SAMPLE

Skills

I enjoy designing systems and making them work well. I am competent in all phases of the research process: data collection, analysis, oral and written presentation of results, and I have applied these skills effectively in a variety of administrative positions. My varied experience is an asset, my productivity at any task the result of strong self-motivation.

Education

M.B.A. Business Administration, Boston University School of Management, 1977

M.A. Biochemistry, Washington University School of Medicine, 1968

B.A. General Science, with honors, Brandeis University, 1966

Professional Experience

Stone & Webster Engineering Company, Boston, MA 1979-Present

As an internal auditor I have audited operational and financial areas both independently and as part of a team. I have assisted in workpaper review and report editing and have participated in department training programs in two areas, statistical sampling and report writing.

Sidney Farber Cancer Institute, Boston, MA 1977-1978

As Administrative Assistant to the Director, I formulated policies and procedures which were incorporated into a General Management System. At management's request, I evaluated and sometimes designed administrative systems. My duties included the presentation of approved policies and procedures to the administrative staff and participation on the Forms Committee.

University Hospital, Boston, MA 1973-1975

As Director of Medical Information I managed the Medical Records Department. I reorganized staffing patterns and systematized the processing of discharge information for both billing and statistical purposes. I participated actively on committees to reduce A/R, for employees' activities, and for Affirmative Action. I was both an instructor and a supervisor for students in the ABCD Health Careers Program.

Harvard Community Health Plan, Boston, MA 1972-1973

As a Research Associate in the Department of Information Systems, I proposed and implemented systems to increase revenue by revising patient flow and coordinating billing activities with the computerized medical record. My responsibilities included supervision of updating the membership files and implementation of my proposals for processing claims.

Massachusetts General Hospital, Boston, MA 1969-1972

As a Senior Research Associate, I designed a model to describe the kinetics of metal dependent enzymes. After extending the model into Basic and Fortran to generalize the data, I presented my theory of "apparent activation" at the 1971 Federation Meetings and published a more elaborate description of the possible mechanisms for metabolic control *in vivo*.

Summers 1961-1966

I participated in research projects at Brandeis University, the Veterans' Administration Hospital, and the National Institutes of Health in Washington, D.C.

SAMPLE

OBJECTIVE: A position in public relations, the media, or communications involving writing, editing and planning publications and events to promote the public image of a business or institution.

Educational Background

Northwestern University, Evanston, Ill., B.S. in Journalism, 1966. Major: News Editorial journalism. Minors: English and Political Science.

- Journalism courses included reporting, photography, copy editing, history of journalism, journalism law, advertising.
- Education courses necessary for teacher certification.

Journalism Experience

- Editor, North Shore Council of service organization. Created and wrote bulletin for 1,100 member organization. Winner of national award for this bulletin, 1979-1980.
- Lansing (Mich.) State Journal, 1966-1968, reporter, medical feature writer, food editor.
- Flint (Mich.) Journal, 1966, feature writer and reporter.

Public Relations Experience

- Chairman of Public Relations Board, New England Region of national service organization, 1979-1980. Planned an all-day seminar on public relations for women from six-state area.
- Gerald Rogovin Public Relations, Boston, 1970, preparing news releases and general public relations account work.
- Free-lance Editor of Marketing Publications for Boston insurance company, 1969. Assembled material from company management, rewrote, edited and worked with graphic artists to prepare consumer brochures.

Leadership and Fundraising Experience

- President, Andover service and fundraising organization, 1978-1979. Organized and supervised areas of fundraising, membership, programming and community service for 110-member organization.

Teaching Experience

- Chairman, Dolls for Democracy, Andover and North Andover public schools. Wrote and presented programs teaching principles of democracy to 4th and 5th graders, 1976 to present.
- Volunteer aide, Andover Public Schools, 1978-1979.
- Substitute English teacher, Brookline High School, 1969-1970.

Hospital Experience

- Free-lance writer for community hospital newspaper, 1970.
- Volunteer, Children's Hospital, Boston, 1969-1970.

SAMPLE

OBJECTIVE: An active and challenging position offering full utilization of proven skills in the area of project management.

RELATED QUALIFICATIONS

* Organizational Skills
* Presentations
* Problem Solving
* Documentation Development
* Management Expertise
* Training Programs
* Trouble Shooting
* Research

* Office Automation

ACCOMPLISHMENTS

More than 10 years of proven professional experience including.....

Participated as part of three person management team for a manufacturing company with responsibilities in office, sales, and production management; as well as recruiting, hiring and training new personnel. Developed training programs and procedures manuals. These were written so that a new-hire could contribute and become independent as quickly as possible.

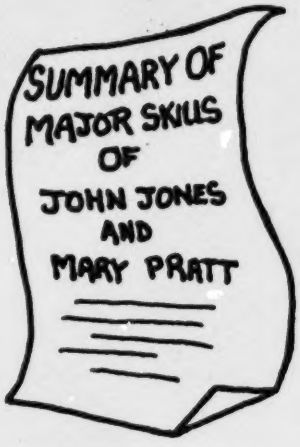
Prepared a financial proposal based on the guidelines established by a major commercial bank. This involved researching the necessary information, organizing the material and preparing the written prosposal.

Prepared documentation on technical material for a non-technical audience. This required an insight to both audiences to be able to research the subjects properly and be able to communicate concepts and ideas to a user (non-technical) audience. Noted for ability to communicate well in both worlds.

Interfaced between sales and the end user in the pre and post sales environment for a leading high tech corporation . Conducted training seminars, developed and managed system implimentation plans for users - many of which are Fortune 1000 corporations, handled troubleshooting system problems, and acted as general problem solver for the end user. Established and documented proper procedures for this work. Prepared pre-sales proposals based on equipment and needs surveys, assisted end users with procedures manuals, and application guides.

Promotion to the Corporate Headquarters involved management of a technical group of eight people with responsibility for supporting an international field organization. Support was provided by responding to marketing and technical questions, solving hardware and software problems and in some cases providing training on new products. An additional responsibility of this group is to test new software and hardware before it is released to the field. Accurate and clear documentation about each software release is also generated by this group. This position involves heavy interfacing at corporate levels with Market Planning and Development executives, Research and Development executives and managers as well as Customer Engineering technicians.

JOINT FUNCTIONAL RESUMES



Once you have prepared an individual functional resume, the functional joint resume is accomplished easily. With your partner, you need to review commonality and differences in skills, abilities, quantity and quality of experience, interest and goals. You will already have explored these areas as part of the teaming up process but now you need to zero in on specifics. The over-riding considerations need to be agreement about the nature of jobs that are acceptable to both of you and how you will function as a team.

Once you have made those decisions, you can review where you have strong common abilities and experiences and where you have complementary differences in terms of the type of work you are seeking. The final

joint resume should reflect all of these conclusions.

It is also wise to discuss what are acceptable commuting distances, salaries, schedules and probable lenght of time job sharing will be needed so you will both be aware of any limitations. This information should not appear on the resume.

The following pages show joint resumes* that reflect the major common abilities and experiences of the partners as well as their complementary differences. In each case, there was serious consideration of the nature of the job wanted and its reality in the current labor market. Each resume is slanted to that goal.

* used with permission of project applicants

SAMPLE

0 SUMMARY OF MAJOR SKILLS AND ABILITIES

- o Leadership:
  - . planning, implementation, directing and evaluating programs
  - . extensive experience teaching individuals and leading groups
- o Organization:
  - . developed a filing system and increased the efficiency of a department
  - . established a private tutoring business
  - . bookkeeper of a real eatate partnership
  - . implemented the transfer from a cooperative to a private nursery school
- o Public Speaking:
  - . respresented organizations in speaking before various groups
  - . conducted business meetings and workshops
- o Problem Solving:
  - . making decisions in a logical and flexible manner
  - . seeing the overall picture while still giving attention to details

0 SUMMARY OF BACKGROUNDS

- o Chairman and board member of various organizations of 50 to 500 members
  - . planned agenda
  - . conducted meetings
  - . implemented programs
  - . represented organizations in the community
- o Taught courses and led workshops for adults
- o Held leadership positions in the following organizations:
  - . Co-op nursery school: President, Social Chairman, Director
  - . Girl Scouts: Leader, Chairman of fund raising activity
  - . League of Women Voters: Membership Chairman, Finance Chairman, Citizen's Education, Observer Corps
  - . Church youth group: Discussion Leader
  - . Parent Teacher Association: President
  - . Art Docent Program: Treasurer, Instructor
- o Total of 20 years teaching experience, from pre-school to adolescence

We have chosen to work together as a team because we feel that we compliment each other's skills and can easily communicate regarding joint responsibilities.

SAMPLE

SUMMARY OF MAJOR SKILLS AND ABILITIES

Program Development:

- Research and development of educational and counseling programs for children and adults including:
  - design of over-all programs
  - setting of goals and objectives
  - implementation procedures
  - evaluation

    1. Counseling program for elementary school population
    2. Classroom curriculum
    3. Gifted program
    4. Parent conferences
    5. Teacher workshops
    6. Reading programs
    7. I.G.E. (individual guided education) sensitivity training

Organization and Administration:

- Ordering and organizing supplies
- Scheduling and reporting
- Writing pamphlets, reports
- Supervision and evaluation of student teachers and instructional aides
- Leadership of groups
- Problem solving

Public Relations:

- Public speaking
- Presentation of workshops
- Development of publicity events
- Various educational programs

SUMMARY OF BACKGROUNDS AND ACTIVITIES

- Both have Masters' Degrees
- Task force for development of individual education and gifted programs
- Parent-teacher associations
- Teaching teams
- Community organizations
- Combined total of twenty-four (24) years of teaching experience

We have worked together in various settings for a total of eight years. We feel that we compliment each other's skills and can easily communicate regarding responsibilities.

SAMPLE

SUMMARY OF MAJOR SKILLS AND ABILITIES

Organizational and Administrative:

Organized office routines, files and billing systems for increased efficiency in law partnership and medical association.

Handled phone inquiries, correspondence and financial records for professional offices.

Coordinated volunteer activities and personnel.

Initiated and directed fundraising acitivities.

Communications:

WRITING - experienced in newspaper reporting, newsletter writing, research reports and business correspondence.

TRAINING - designed and implemented short term training programs for all age levels.

PUBLIC SPEAKING - conducted business meetings and have made both large and small group presentations.

PUBLIC RELATIONS - planned and conducted publicity for various organizations.

Technical:

Typing: 60 wpm.

Familiar with legal documentation.

SUMMARY OF BACKGROUNDS

Total of seven years experience as administrative assistants in legal, business and medical settings.

Combined total of five years experience in newspaper reporting and photography.

Chairperson and board member of various community organizations. Planned and implemented programs, conducted meetings, represented organizations in the community

- Food Co-operative
- Pilot program in Nutrition for Andover School system
- Playground improvement program in school
- Co-op Nursery School

We have chosen to work together as a team because we feel we compliment each other and can easily communicate regarding joint responsibilities.

66

SAMPLE

SUMMARY OF SKILLS AND WORK EXPERIENCES

LEADERSHIP:

- Initiated, planned, implemented lectures, special programs, workshops, inservice classes, meetings for community, teachers, and adult volunteers.
- Taught students kindegarten through graduate school.
- Developed, implemented, and evaluated programs, curriculum, proposals, and grants.

ADMINISTRATION/ DECISION-MAKING:

- Supervised and coordinated school library services, including policies, procedures, long-range goals, selection, and acquisition of materials.
- Planned and managed budget procedures and expenditures of funds.
- Managed personnel such as other professionals, para-professionals, and adult volunteers.

ORGANIZATION:

- Developed operational systems and procedures such as those involved in redistributing library materials, moving libraries from one facility to another, and acquisition and cataloging procedures.
- Chaired committees, meetings, and workshops.

PUBLIC RELATIONS/ COMMUNICATIONS:

- Developed audio-visual programs for instruction, publicity, and recruitment.
- Worked with community groups and created liasons between community and schools through networking and programs.
- Edited school system "media newsletter."
- Reviewed for a national periodical.
- Compiled various bibliographies, some published.

SYSTEMS ANALYSIS:

- Applied research skills and techniques.
- Evaluated and assessed existing programs, committee functions, materials and methods.
- Analyzed relationships, strengths and weaknesses in existing programs and situations.
- Consulted and advised other librarians, students, teachers, and the Massachusetts Department of Education.

SAMPLE

PROGRAM DEVELOPMENT

Initiation and design of day-care, pre-school, special needs and afterschool enrichment programs

Review of proposals and recommend funding for various community service projects

Proposal writing and fund raising

MANAGEMENT

Development of budgets for present and expanded programs, including seeking funds, and financial reporting

Administration of educational programs, including setting up of pay scales, writing of job descriptions, and ordering of supplies

Training and supervision of both paid and volunteer personnel

PUBLIC RELATIONS

Development of brochures and advertisements

Writing of articles and taking photographs for school newspaper

Editing of parish newsletter (including layout, pasteup, etc.)

EDUCATION

Both have Master's degrees (one in Education; the other in English/Counseling)

State Certification (one as Principal; the other in Grades K-12)

Office for Children Certification as Director of Day Care

Specialized Training: Courses in Assessment of Learning Disabilities, Measuring Intelligence, Proposal Writing, Fundraising, Financial Management for Small Non-Profit Organizations, Early Childhood Education, Developing Creativity in Young Children, Creative Movement in Dance for Children

EMPLOYMENT HISTORY

PROFESSIONAL

Owner/Director "Playmate Place"
No. Reading Ma. 1975 - present

VOLUNTEER

Dept. of Social Services
Board member and Chair of "Proposal Review" committee 1979-1980

etc.

THE COVER LETTER

The following cover letter is an adaptation of a sample that appeared in the March 1981 Career Development section of SAVVY. The letter can be used as a cover for the joint resume, the individuals resumes or both, with appropriate changes made at underlined points.

Dear Dr. Gilbert:

The enclosed resumes are in response to your May 24 advertisement for a Director of Career Counseling and Placement. Our resumes are submitted to fill this position on a job sharing basis.

Our combined skills, educational and business background offer the unique opportunity to tap a wide range of talent not usually found in a single applicant.

By combining the abilities of an experienced career/life planning counseling professional with the job placement experience and business skills of a vocational counselor, your college community will enjoy the benefits of two professionals dedicated to achieving your goals.

Job sharing has been successfully applied in many organizations to improve productivity, reduce turnover, to achieve greater flexibility in work scheduling and to gain access to a broader talent pool.

We have thoroughly researched the techniques of sharing a job and are convinced that as Director of Career Counseling and Placement in your college community, we will make a significant contribution to your staff.

We look forward to meeting with you to explore further this opportunity.